

7 Travel and holidays

We're climbing next week

Lesson profile

| | |
|----------------------|---|
| Vocabulary | Holiday activities; expressions with <i>get</i> |
| Listening | Holiday plans |
| Grammar | Present continuous for future |
| Speaking | Make plans for an adventure week |
| Pronunciation | Words that sound similar |
| Listening | Key Listening Part 5 |

Warmer

Revise the travel vocabulary from Unit 3 with this quiz.

- 1 a journey in a plane (flight)
- 2 transport which goes under a city (underground)
- 3 This is what you are doing when you look at the interesting things in a town. (going sightseeing)
- 4 You put your holiday clothes in this. (suitcase)
- 5 an exciting, maybe a bit dangerous, experience (adventure)
- 6 someone who stays in a hotel (guest)
- 7 This helps you find where to go. (map)
- 8 a person who travels on a train or bus (passenger)

VOCABULARY AND LISTENING


- 1 Write these holidays on the board: a trip to Sydney
a beach holiday in Spain a holiday in the Alps
Ask the students which one is an adventure holiday (the Alps) and which one they would prefer.
In pairs they discuss the two questions. Get some ideas and see if any of them are in the pictures.
Ask the students to match the pictures to the words and then drill the words with the verb *go* (*go climbing*, etc.)

Answers

a mountain biking b zip wiring c hiking d climbing

Extension activity

Remind the students that the *b* in *climbing* is silent, as they learned in Unit 3. Ask them to write down five more words with silent letters. They can check on page 21: (*b(u)ild*, *fli(gh)t*, (*k*)*new*, (*k*)*nife*, *lis(t)en*, *sc(h)ool*, (*w*)*rite*).


- 2  1.27 Check that the students understand the instructions by asking: *Do you number the photos in the order Tara and Dan say them or do them?* (say) Play the recording.

Answers

1 mountain biking 2 hiking 3 zip wiring 4 climbing

Audioscript

Tara: Hello?
Dan: Hi. Is that Tara?
Tara: Oh hi, Dan. How's it going? Guess what! I'm going on an adventure holiday next week.
Dan: Me too!
Tara: Oh! Mine's called International Adventure Week and it's in the Pyrenees. It's from 30th March to 7th April.
Dan: I'm going on the same one! Cool! How are you getting to the airport?
Tara: Mum's taking me there in the car. Hey, why don't we give you a lift?
Dan: Thanks, but Dad and I are going by bus. He wants to meet the people from the company before we go.
Tara: Can you remember all the things we're doing next week?
Dan: No, but I've got some information here from the website. Um ... Hang on ...
Tara: Great. So when are we going mountain biking? That's my favourite!
Dan: That's on the 3rd April, ... so that's Thursday. It says we're following bike paths through the mountains and we're crossing rivers too!
Tara: Excellent! What about the other days?
Dan: Let me see. We're going hiking on Monday. We have to get up really early because we're getting on a bus at five o'clock in the morning! It's taking us to somewhere in the mountains and then we have to get back to the activity centre alone. I hope we don't get lost!
Tara: And when are we doing zip wiring?
Dan: On Wednesday. That looks amazing! It's so high!
Tara: And fast! When's the climbing?
Dan: That's on Tuesday. But we're not climbing in the mountains. There's a climbing wall in the centre. And then there's a barbecue and the party on Friday.
Tara: Oh yes, I remember. Everyone's doing something from their country – cooking food, playing music, things like that.
Dan: But you're terrible at cooking!
Tara: Yes, I know! I'm not cooking. I'm taking my guitar so I can play and sing.
Dan: Good idea!
Tara: OK, I guess I'll see you at the airport next week!
Dan: OK, Tara. Bye.

- 3  1.27 Play the recording again and tell the students to fill in the plan. Remind them that they will not hear the days of the week in order.
Ask some general comprehension questions after the students fill in the plan, for example, *Where is the holiday?* (In the Pyrenees, France/Spain) *Who is taking a musical instrument?* (Tara, a guitar)

Mixed ability

For weaker students, stop the recording after each activity and prompt them: *What is that activity? When is it?*

Answers

Monday: hiking Thursday: mountain biking
Tuesday: climbing Friday: barbecue and party
Wednesday: zip wiring

- 4 Ask a student, *What time did you get up today?* and check they understand what *get up* means.

Answers

1 getting to 2 get back 3 getting on 4 getting up
5 get lost

Extension activity

Write these questions on the board for discussion.

Can you get up at 5.30 in the morning?

When was the last time you got lost?

Think of three unusual ways to get to school.

Are your parents angry if you get home late?

- 5 Ask the students to give a grade to each of the activities from 1–5; 1 = very boring, 5 = very interesting.

In pairs, they then compare grades. Demonstrate in front of the class with one of the stronger students.

Teacher: Gina, what do you think about zip wiring?

Student: I gave it 4. It's interesting but maybe dangerous! Do you agree?

GRAMMAR Present continuous for future

- 6 Ask *Are Dan and Tara talking about the past, present or future? (future). Are they making plans or just thinking what to do? (making plans)*

Ask the students to do the analysis task.

Language note: the present continuous for the future is used for definite arrangements which are going to happen in the foreseeable future. If it is a long-term plan, we use the *be going to* future form: *One day I am living am going to live in a castle.* At this level it is too early to teach the students the difference between the two future forms.

Answers

- We use *to be* and the main verb plus 'ing' to make the present continuous.
- To make questions in the present continuous *the subject and to be change places.*
- We can use the present continuous to talk about *now and the future.*
- The three example sentences are about *the future.*

Corpus challenge

Books closed, write these two questions on the board and ask the students what the difference is.

What time do you get up? (everyday routine)

What time are you getting up? (a plan for one time in the future)

Books open, ask the students to correct the questions.

Answers

When are you coming?
Are you bringing anything?

→ Grammar reference Student's Book page 153

SPEAKING

- 7 Show some YouTube clips of exciting places for adventure holidays in your country and abroad, e.g. Kamchatka (a mountainous region in Russia) and Krabi (a resort for climbing and water sports in Thailand). Ask the students what activities they could do in each place. For example, *hiking and climbing in Kamchatka.*

Arrange the students into pairs. They should choose a place and write a schedule with at least five different activities – at least one per day.

Sample answer

Dientes de Navarino (Chile)

| | morning | afternoon |
|-----------|-----------|--------------|
| Monday | arrive | horse-riding |
| Tuesday | climbing | hiking |
| Wednesday | bike tour | bike tour |
| Thursday | excursion | excursion |
| Friday | swimming | leave |

- 8 The students should compare their adventure weeks in groups. Demonstrate and make sure that questions and answers are in the present continuous future:

Teacher: Diego, what are you doing on Monday?

Student: Monday morning, we're flying to Santiago.

The group then make a new schedule, combining the best activities.

To make the class presentation interactive, the students could ask each group questions about what they are doing on each day.

- 9 Books closed, ask the students what the date is, write it on the board and drill the pronunciation. Ask them to say all the months of the year in order and then ordinal numbers 1st–31st.

Books open, arrange them into pairs to say the dates.

Then you write down four dates which are important to you, for example 15 March, 22 May, 30 June, 1 September. The students must pronounce the dates and guess why they are important (my birthday, Cup Final day, start of summer holiday, first day back at school).

The students do the same in pairs.

Language note: we can say *the seventeenth of August* or *August the seventeenth.*

Answers

the seventeenth of August the twenty-first of November
the third of February

Extension activity

Get the students to line up according to their birthday, the earliest to the left and the latest to the right. To do this, they need to ask everyone *When's your birthday?*

PRONUNCIATION Words that sound similar

- 10** Books closed, write the words on the board as minimal pairs in two columns, 1 and 2.

| 1 | 2 |
|------|-------|
| cat | cut |
| her | hurt |
| were | work |
| head | had |
| ear | here |
| ran | rang |
| thin | thing |
| part | party |

Say one of the words in each row. The students must say 1 or 2. Drill all the words.

Books open, they read the words in the box aloud.

- 11** **1.28** Explain the game and play the recording. Then repeat the game, choosing words yourself.

When the students understand the idea, they can play themselves in groups, one person (the winner of the last game) reading out the words.

Audioscript

| | | | | | |
|-------|-------|------|------|------|------|
| party | here | cat | ear | thin | work |
| had | her | rang | part | were | cut |
| ran | thing | head | hurt | | |

LISTENING

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Listening Part 5

Task description

In Listening Part 5, students listen to someone speaking and write down one or two words or numbers to complete a set of notes.

Exam tips

Tell students that they have time to read the notes before they listen. They should think carefully about what the missing word might be, for example is it a time, a place, an amount of money? Students should write numbers as numbers, not words, so they don't make a mistake with spelling. They should write something, even if they are not sure.

→ See Exam Profile 5, Student's Book page 129.

- 12** **1.29** Ask the students what kind of holiday they think *Across the Water* will be and what activities there will be. For example *A beach holiday with swimming and boat trips*. Go through the prompts and ask for examples of possible answers, for example:

Start date: 1 June

Number of student places: 10

Where: forest

Cost: 250 pounds

Play the recording. Then the students listen a second time to check their answers and try to get any they missed.

Answers

1 28th July 2 16 3 river 4 £345 5 05371 255946

Audioscript

Hello, everyone. I want tell you about a new adventure holiday for this summer. It's called *Across the Water* and it's going to be really great! The holiday is from 28th July for a week. Yes, most holidays are in August but ours is in July *and* August.

I think you're really going to like it because the group isn't too big. We have four rooms, so there is space for 16 students.

Last year's adventure holiday was beside the sea and everyone liked it. This year it's near a river. We're white-water rafting, fishing and even spending a few nights on a boat.

This holiday is £345 for the week and you don't have to pay any more. It's even cheaper than last year, when the price was £375!

Are you interested? Then tell your parents about the holiday and get them to call me on 05371 255946. See you there!

Extension activity

Arrange the students into pairs. One student is Peter, the person on the recording. The other is a mum or dad. The mum or dad should phone Peter and ask for information about the holiday. For example *What do they have to bring?* When the students have finished, they change roles.

Cooler

Read out this list of words. The students must write the opposite, for example *big* – small. There may be alternative answers.

black (white), *summer* (winter), *first* (last), *go to bed* (get up), *win* (lose), *interesting* (boring), *remember* (forget), *fat* (thin), *play* (work), *get to* (get back)

The students then make their own list and play in pairs.

Next, or instead, put them into pairs and give them a list of words (including some from this unit) and tell them they have one minute to tell a story using as many of the words as possible. Then ask for volunteers to tell their story while the rest of the class listen. The pair who use the most words in a minute (the story must make sense!) wins.

I'd prefer to visit the Arctic

Lesson profile

| | |
|-------------------|---|
| Reading | Key Reading and Writing Part 8 |
| Vocabulary | Transport words and expressions |
| Speaking | Talk about unusual holidays; plan weekend holiday activities; make suggestions and accept or reject ideas |

Warmer

Write these times on the board: *tonight tomorrow at the weekend soon next week*

In pairs, the students must ask and answer about what they are doing at these times, using the present continuous future. For example:

Student A: What are you doing tonight?

Student B: I'm having dinner, then going to my friend's house. What about you?

READING

- Books closed, arrange the students into pairs. They must think of five unusual holidays. Give some examples like sightseeing in Space, camping in your kitchen, travelling back in time to see the Pyramids.

Arrange each two pairs into one group and get groups to compare holidays and see which is the most unusual.

Books open, the students discuss the pictures in their groups. Teach *desert* (a hot dry place where not many things grow) and *diving* (swimming under water).

Then ask the students *Which of these places is the best place for a film?* Get some ideas, for example, *The safari because there are lots of exciting animals.*

Language note: *desert* and *dessert* (sweet food after the main meal) are often confused. The stress is on the first syllable of *desert* and the second of *dessert*.

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Reading and Writing Part 8

Task description

In Reading and Writing Part 8, students use the information in two short texts (emails, notes, etc.) to complete a note with five spaces. The answers will be things like days, dates, prices, etc.

Exam tips

Tell students to read the information in the texts first to get an understanding of the situation. There will be two possible answers, but only one completes the notes correctly. If students write both, they will not get the mark.

→ See Exam Profile 2, Student's Book page 123.

- Ask the students to think of a good name for a film about each of the places in the photos, for example *Cold Kills*, *Under the World*, *Elephant on the Road!*, *Desert Danger*. Then the students read the information about the Film Club, match the films with the photos and answer the question.

Answers

Ice World – picture **b**
Sand Surfing – picture **d**
Tickets cost £5.00 on the door.

- Ask the students some basic questions before they do the exam task, for example *Who writes to Tom?* (Duncan) *When is the first film on Sunday?* (10 am)

The students should read the email from Duncan to Tom and then look at the Film Club information to enable them to complete Tom's notes. After they have done the task, ask the students to compare answers with a friend and discuss where they found the information. **Weaker students** can do this in L1.

Fast finishers

Fast finishers text each other, or write a note, what Tom wrote to Duncan. They could also reply.

Answers (+ where the information is)

- Sand Surfing (*the desert film*)
- Sunday (Duncan is *busy in the mornings* and the only afternoon film is on Sunday)
- 3 pm (the only afternoon time)
- £4.00 (*Can you get the tickets today?* – this is before the weekend, so the *if you book in advance* price applies)
- 07334 95612 (*Text me on ...*)

Extension activity

Arrange the students into pairs. One person is Duncan, the other is Tom. Tom phones Duncan to give information about their trip to the cinema. Then the students change roles.

About you

- Ask the students to rank the holidays in the order they want to do them and think of two reasons. For example *I'd like to do the diving holiday. I love swimming. I might find some treasure!* In pairs, they discuss their ideas. Give another example of an unusual place, for example the Dead Sea. Ask the students for ideas about what you can do there, for example *read a book in the water, take a photo of all the tourists*. The students write down three more unusual places. They could use their mobile devices to find them. They then ask their partner about the places and what they can do there.

VOCABULARY

- 5 Books closed, see if the students can tell you this word: *Amelia Earhart flew this. (plane, Unit 3)* Explain the use of the preposition *by*: *Amelia flew by plane. By plane shows how she travelled.*

Books open, the students do the matching exercise.

Answers

1 by scooter 2 by motorbike 3 by underground
4 by helicopter 5 by tram 6 on foot 7 by ship 8 by boat
We use *on* with *foot*. We don't use articles in these phrases.

- 6 Draw this table on the board for the students to copy. You dictate the transport words and they must write them in the right column. Then ask **fast finishers** if they can add any more words to the columns (see words *in italics*).

Answers

| Air | Land | Sea |
|---------------------------|-------------------|---------|
| by helicopter | by scooter | by ship |
| <i>by plane</i> | by motorbike | by boat |
| <i>by glider</i> | by underground | |
| <i>by hot air balloon</i> | by tram | |
| | on foot | |
| | <i>by bicycle</i> | |
| | <i>by car</i> | |
| | <i>by taxi</i> | |

- 7 Tell the students that more than one answer is possible; not all are in Exercise 5, e.g. *by plane, by taxi*.

Possible answers

1 on foot; by taxi
2 by boat/ship; by plane
3 by underground; by scooter

Extension activity

Ask each student to rank each kind of transport according to their cost (cheap → expensive), then their comfort (very hard → luxury). They then compare answers with a partner.

SPEAKING


- 8 Ask the students what they are doing on Saturday and Sunday morning. They compare their weekend with Laura and her father's.

Mixed ability

Stronger classes can listen before reading and see if they can get the answer.

Answer

He is going sightseeing with Laura's mum.

- 9  1.30 Say to the class *Let's watch an English film this weekend*. Elicit that *Let's* is used for making suggestions and tell them to find this and the other suggestions and responses in the text – the phrases in blue.

Play the recording and ask some more comprehension questions, for example *Where's the horse riding?* (near the beach) The students practise the conversation.

Books closed, see if they can do it without the text.

- 10 Ask the students some basic comprehension questions about the programme, for example *How do you go round the island? When is the goodbye party?*

Arrange the students into pairs to plan their weekend. They should do this in English. Tell them to try to use the phrases in blue to make suggestions and accept / say if they agree with them, or if they would prefer to do something else.

The pairs then act out their conversation for other pairs.

Project

A transport survey

Arrange the students into groups. They will make a transport survey about themselves and their friends and family. They must find out **how often** each person travels by the different kinds of transport in Exercise 5 and **why**. Tell them also to add *by plane* and *by car*.

- The students prepare a questionnaire.
- They give the questionnaire to people they know.
- They put the results together to make a presentation with numbers, graphs and reasons. For example *75% of teenagers go to school by bus every day. This is because most of them live quite far away.*
- They could do the presentation with PowerPoint or make a poster. The other groups listen and ask questions about the presentation, for example *Why don't they go to school by bike?*

Cooler

Ask the class to solve this puzzle:

A man is travelling by car through the town Darksville. The car lights are off and there are no lights on in the town. A small girl is going by bicycle. The bicycle has no lights. She rides in front of the car. The car stops in time. The girl is fine! How does the man stop the car in time?
(Answer – it is day time.)

Teacher's resources

Student's Book

Grammar reference and practice page 153
Vocabulary list page 140

Workbook

Unit 7 pages 28–31

Go online for

- Corpus tasks